R E P O R T R E S U M E S

ED 016 733 UD 005 159

EVALUATION--PLUS, 1966-1967.
BUFFALO PUBLIC SCHOOLS, N.Y.

PUB DATE SEP 67

EDRS PRICE MF-$0.25 HC-$1.16 27P.

DESCRIPTORS- *COMPENSATORY EDUCATION PROGRAMS, *ENRICHMENT PROGRAMS, *SOCIOPSYCHOLOGICAL SERVICES, *ACHIEVEMENT GAINS, *DISADVANTAGED YOUTH, REMEDIAL READING, REMEDIAL MATHEMATICS, FIELD TRIPS, PROGRAM EVALUATIONS, AFTER SCHOOL PROGRAMS, STUDENT TESTING, QUESTIONNAIRES, PUBLIC SCHOOLS, PRIVATE SCHOOLS, ELEMENTARY SCHOOL STUDENTS, JUNIOR HIGH SCHOOL STUDENTS, BUFFALO, NEW YORK, PLUS PROGRAM

THE PLUS PROGRAM OFFERS REMEDIAL READING AND ARITHMETIC, ENRICHMENT, FIELD TRIPS, AND SOCIAL WORK, GUIDANCE, AND PSYCHOLOGICAL SERVICES TO 27,000 DISADVANTAGED PUBLIC AND PRIVATE SCHOOL CHILDREN IN GRADES ONE THROUGH EIGHT. AMONG THE PROJECT'S SPECIFIC OBJECTIVES ARE THE REDUCTION OF CLASS SIZE, THE INVOLVEMENT OF A PUPIL'S FAMILY IN HIS PROGRESS, THE DEVELOPMENT IN TEACHERS OF SKILLS APPROPRIATE FOR WORK WITH THE DISADVANTAGED, AND THE IMPROVEMENT OF PUPILS' READING AND MATHEMATICS SKILLS. ACCORDING TO STANDARDIZED ACHIEVEMENT TESTS PUPILS IN THE PROJECT'S AFTER-SCHOOL REMEDIAL PROGRAM MADE A 6-MONTH GAIN IN ARITHMETIC AND A 5-MONTH GAIN IN READING DURING A 5-MONTH PERIOD. IN THE DAY REMEDIAL PROGRAM PUPILS MADE A MEAN GAIN OF .8 IN READING AND .7 IN ARITHMETIC. SPECIFIC DESCRIPTIVE DATA ARE PRESENTED THROUGHOUT THIS EVALUATION. (LB)

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BUFFALO PUBLIC SCHOOLS
BUFFALO, NEW YORK

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Division of Curriculum Evaluation and Development
U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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EVALUATION: PLUS
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AD 005 159

September, 1967

INTRODUCTION

The Plus Program, largest of the federally funded programs in Buffalo, was in operation from September 1966 to June 1967.

Remedial assistance, enrichment, field trips and pupil personnel services were made available to educationally deprived children in 29 Buffalo Public Schools and 24 Parochial Schools. (see Appendix A) There were approximately 27,000 children enrolled in these target area schools. The children ranged in age from 7 to 13 years and attended grades 1 through 8.

The program was under the supervision of a project administrator whose duties included the direction of all aspects of the program and the planning of the details of each phase.

There were five assistant administrators and one part-time reading supervisor of the various areas who carried out the supervisory functions necessary for the day to day operation of the program.

Following is a list of the objectives of the Plus Program as set out in the proposal submitted to the New York State Education Department and the Buffalo Board of Education.

> The purpose of the program was to provide the additional staff necessary to insure that each elementary school child in the public and private schools of the target area receive maximum exposure to remedial work in reading and in mathematics. The additional staff allowed small group and invididual instruction with a skilled teacher in specific areas of difficulty thereby overcoming learning problems.
>
> Extensive field trips were aimed toward supplementary classroom work as well as expansion of the horizons of the pupils through exposure to a wider environment.
>
> After-school remedial and enrichment programs supplemented the day school program. Remedial efforts were continued as during regular hours. An organized enrichment program in art, music, industrial arts, and physical education were also presented.
>
> Pupil personnel services were expanded to offer ancillary services to the pupils and provide additional information and guidance to the teachers and pupils.

The entire program as conceived allowed the Buffalo School System to greatly enlarge existing remedial programs which were restricted in deprived areas because of financial limitations. It further allowed greater access to the school's facilities during after school hours and thereby expanded the opportunities for enrichment in a good environment. With the collaboration of the private schools in the target area the specific objectives of the program were:

1. Improvement of skills in reading and mathematics.
2. Reduction of class size.
3. Involvement of the pupil's family in his progress and achievement.

4. Development of new skills by the teacher in meeting the needs of the culturally disadvantaged child.
5. Opportunity for participation in constructive programs in the school at periods of the day when the need is greatest for such opportunities.
6. Expansion of essential services in the areas of social work, guidance and psychology to aid the adjustment of the individual pupil.

The Plus Program was divided into six areas: remedial reading, remedial arithmetic, enrichment, field trips, afternoon program, and pupil personnel. Each area had its separate evaluation information and this information will be found on the following pages.

REMEDIAL READING

I. Introduction

A. Students

1. Number Participating:

Public Schools	2,644
Parochial Schools	1,846
Total	4,490

2. Age Range - 7 to 13 years
3. Grade Levels:

Grade	No. of Children
1	33
2	879
3	1062
4	938
5	607
6	430
7	118
8	40

4. Selection Criteria:

Children were selected by the principal with assistance from the classroom and reading teachers. Achievement tests, readiness tests, Botel's Word Recognition and Word Opposite Tests and classroom teacher's estimate of the reading level were used as the basis for selection.

B. Staffing

The remedial reading teachers duties included the teaching of remedial reading classes and any other school duties assigned by the principal such as cafeteria, hall and outside duties, substituting in classrooms in emergencies and assisting on the bus trips taken by the children.

The teachers were given five days of training by two Reading Specialists at School #46, Reading Center, before their assignment to a school. This included lectures on the background and language development of the disadvantaged, testing, grouping, and record keeping. The teachers were also instructed in methods and use of the materials, and demonstrations with children. Participation by the teachers included lesson-planning and practice in manuscript writing.

Continuous training was given to the teachers in their schools by the assistant administrator. This included observations, demonstration lessons, and conferences with teachers and principals. In-service meetings were held one afternoon each month. (see Appendix B)

Staff

Number of remedial reading positions	101
Number of teachers assigned in public schools	74
Number of teachers assigned in parochial schools	27

Teaching experience

Number of teachers with one or more years of teaching experience	56
Number of teachers with five or more years of teaching experience	23
Number of teachers with credits beyond baccalaureate	14
Number of teachers with no teaching experience	44

II. Objectives of Program

A. The goals were directed toward phonetic and word-attack skills, comprehension skills, the improvement of vocabulary, work and study habits and recreatory reading. The building of self-esteem and self-discipline were also encouraged.

III. Program Content

A. The remedial reading program was designed for children retarded one or more years in reading from grades 2 through 8 and with potential. All children may improve in reading but it was felt that more children could be helped if the classes were made up of children at approximately the same reading level. The short length of time the children were with the remedial reading teachers does not give adequate time for the teacher to prepare adequately for a child who needs to be taught individually with different materials in the same class. The reference for this decision was taken from the writing of E. W. Dolch, an authority on remedial reading instruction. However, at the discretion of the principal, if it was felt one child should be given instruction instead of six children, then this was allowed.

The children were given a phonics survey to determine their phonetic needs and from Botel's tests their needs in comprehension skills were determined, (see attached Phonics Survey) Approximately 15 minutes were devoted to the teaching of phonics each day with practice in workbooks. Reading from books with workbooks for practice was done at the lower levels as well as making experience charts at all levels. Bus trips to various places of interest were correlated with the reading program.

At the intermediate levels, Readers' Digest Skill Builders and other reading workbooks were provided as well as programmed material.

Teaching aids such as filmstrips, duplicating masters for practice in various skills, teaching games, and charts were provided.

Recreatory readers from pre-primer through grade 5 were provided as well as books of high interest and low-level vocabulary content. These were given to children at least once a week to take home for independent reading. An individual record was kept of the number of recreatory readers that were read by each child.

Spanish speaking A-V material was provided for children in some schools.

B. The use of tape recorders, overhead projectors, record players and filmstrip machines proved very effective.

An Intern Program was conducted at the School #46 Reading Center during the summer of 1966.

Fourteen experienced teachers were chosen because of their outstanding ability as teachers. They received intensive training by three Reading Specialists.

The purpose was to train the teachers to be corrective reading teachers as well as resource persons who could assist in the total school reading program of a core area school.

They taught remedial reading classes in the Plus Program and attended lectures at the Reading Center three afternoons a week to complete their training.

IV. Evaluation

A. The California Reading Test, (Tiegs, Ernest A. and Clark, Willis W.) Forms W and X, Lower Primary, Upper Primary, and Elementary were used to determine the gains.

Various forms for reporting information were devised or modified by the assistant administrator. These were needed for statistical data as well as for the orderly keeping of records by the teachers and the assistant administrator. The forms used were known to be needed from the experience as a Reading Specialist by the assistant administrator.

B. The following data was compiled in evaluating the program:

1. Reading Levels

Level	Total Number of Classes
PP	71
P	78
1	92
2	108
3	79
4	36
5	4

2. Students

Total number of children tested - initial	3,838
Total number of children tested - final	3,511
Total number of children tested - initial and final	3,298

3.

Total Average Gains - Vocabulary	.82
Total Average Gains - Comprehension	.96
Total Average Gains	.89
Highest Score - 2 children gained	3.8
Combined Median	.88
Combined Mean	.88

The above gains were taken from a sampling of 15 schools and 20 teachers.

4. Total Average Number of Hours of Instruction

Public Schools	3,841
Parochial Schools	1,437
Total Average Number of Hours of Instruction	5,278

C. The following are exerpts from the comments written by teachers in their evaluation of the program:

"The remedial reading program has been received very well at school. The parents are very pleased with it and the classroom teachers have commented on the improvement the children have shown. The children are beginning to do more outside reading. The program has increased their enjoyment of reading."

"I believe that the remedial reading program is basically a sound one, with much potential. The greatest need for improvement is in the initial training. What we did have was good. It gave me some confidence and much enthusiasm for the job. I found this year rewarding and the Plus Program administrators wonderful to work with."

"The in-service meetings arranged for us were very worthwhile. I felt an increase in information and interest, even zeal, as a result of each meeting."

"The program ran very smoothly this year. The materials were excellent."

"I am very confident that the remedial reading program is filling a pressing need and is accomplishing its objectives. A large portion of credit goes to the supervision and its handling of the program. In-service meetings have been excellent."

"My experience with the Plus Program has been most gratifying. First, the children of ---- school have been cooperative and grateful for the entire program. Second, the marvelous cooperation of the administrative staff. Never have I called the office that the business at hand was not taken care of immediately and pleasantly. Every effort was made to make the task of teaching as smooth as possible. ----- has been so helpful and such a tremendous teacher to the staff, always so pleasant, so tactful. Her rapport with our school principal has been excellent. Never have I enjoyed a position as I have in this reading program."

From the comments of classroom teachers and principals, the improvements of the children's reading ability and attitudes has been evidenced. Parents of children have also made favorable comments and phone calls were received from parents outside the core area who wished to have their children in the Plus Program reading classes.

Two experiences with Title I have been very rewarding.

On November 28th, 1967, Dr. Mary Austin, Western Reserve University, came to Buffalo to evaluate the program for the United States Office of Education. She visited some schools here and informed us of her survey of 1,100 reading programs in the United States, 50 were rated as excellent in the way they were structured. Buffalo was one of the 50.

We received a letter from her June 15th, 1967, informing us that she gave an over-view of some of the successful programs for the disadvantaged at the Seattle meeting of the International Reading Association in May. Buffalo was included. She sent us a summary and also informed us that the full report be available in printed form next spring.

One of our staff was assigned as a consultant by the N. Y. S. Education Department in Albany to evaluate three school systems. This was of great value to us in assessing the strength and weakness in our own reading program.

REMEDIAL MATHEMATICS

I. INTRODUCTION

A. Students

1. Number Participating:

Public School	1,576
Parochial School	634
Total	2,210

2. Age Range - 5 to 15 years
3. Grade Levels:

Grade	No. of Children
1	38
2	334
3	445
4	544
5	411
6	329
7	78
8	31

4. Selection Criteria:

Children were selected by the principal with assistance from the classroom teacher. Achievement test and classroom teacher's estimate of arithmetic level were used as the basis for selection.

B. Staffing

The staff was comprised of 43 temporary teachers employed by the Buffalo Public Schools. One assistant project administrator was employed for administrative and supervisory purposes.

The remedial mathematics teacher's duties included the teaching of remedial mathematics classes and any other school duties assigned by the principal such as cafeteria, hall and outside duties, substituting in classrooms in emergencies and assisting on the bus trips taken by the children.

II. Program Content

Remedial instruction was provided by instructors in a tutorial situation, with groups of six children. The daily sessions varied from 30 to 45 minutes depending upon the grade level of the children. Each teacher scheduled six to seven groups a day for a total of 36-42 students per week.

Homogeneous grouping was used wherever possible to increase the efficiency of instruction. The arithmetic program was designed for children retarded one or more years in arithmetic from grades 2 through 8 and with potential.

An A Kit and a B Kit of visual-manipulative materials were ordered for each teacher in the program. Some of the items contained in these kits were dry and liquid measures, calendar, clock, giant rule, thermometer, etc.

These items in addition to the overhead projectors and filmstrip machines were purchased to assist in making the program more effective.

III. Evaluation

A. The California Arithmetic Test, (Tiegs, Ernest W. and Clark, Willis W.) Forms W and X, Lower Primary, Upper Primary, and Elementary were used to determine gains.

B. The following data has been compiled in evaluating pupil achievement:

Students	Initial Tests - Form W Final Tests - Form X
Total number of children tested - initial	1,901
Total number of children tested - final	1,774
Total number of children tested - initial and final	1,663
Total Raw Score	12,077
Median Score (Months)	7,000
Mean Score (Months)	7,262

Attendance	
All Pupils (Days)	164,183
All Pupils - average - days	74.29
All Pupils - average - months	4.08
Tested Pupils (Days)	143,781
Tested Pupils - average - days	86.46
Tested Pupils - average - months	4.75
Number of remedial mathematics positions	43
Number of teachers assigned to public schools	31
Number of teachers assigned to parochial schools	13

ENRICHMENT

Art, Music, Physical Education

I. Introduction

A. Students

1. Number Participating:

a. Art - Public and Parochial	9,998
b. Music - Public and Parochial	5,534
c. Physical Education - Public and Parochial	6,079

2. Age Range - estimated 5 to 10 years
3. Grade Levels - primary 1-3

B. Staffing

Art - 6 teachers - all full time
Music - 5 teachers - 2 full time and 3 part time
Physical Education - 5 teachers - all full time

All teachers employed in each area were fully certified in that particular subject.

Duties - the teachers provided enrichment activities, as outlined in the curriculum guide of the Buffalo Public Schools for the children in grades 1-3.

II. Program Content

Thirteen full time and three part time teachers were employed and instruction was provided once every two weeks.

In order to meet the demands of space and equipment, much of the special instruction was carried out in the classroom.

III. Evaluation

The principals of the target area public and parochial schools were impressed with the quality of enrichment instruction and its significant effect upon the children. This satisfaction was confirmed by the following evaluation of the teachers employed in the program: (see Appendix C)

Rating

Excellent	18
Good-Excellent	2
Good	18
Fair	2
Poor	0

Would you be willing to retain this teacher as a member of your faculty?
Yes - 40 No - 0

AFTERNOON REMEDIAL AND ENRICHMENT

I. Introduction

A. Students

1. Number Participating:

   Public and Parochial School - 4,365

2. Age Range - 9 to 13 years

3. Grade Levels - 4 - 8

4. Selection Criteria:

   Children were selected by the principals upon the recommendations of teachers. Achievement test scores and teachers' estimate of child's reading or arithmetic level were used as a basis for selection.

B. Staffing

1. There were 27 schools in the Afternoon Program with an administrator assigned to each school.

2. There were 350 teachers employed in the program. The teachers' duties included the following:

   a. Planning.
   b. Providing small group and/or individual instruction to groups of 6 in remedial classes and 15 in enrichment classes.
   c. Administering tests and recording test results.
   d. Submitting weekly reports of activities.

3. 27 Crossing Guards

   Duties:
   a. Provide for safety of children at dismissal time.

4. 27 Engineers and Custodians

   Duties:
   a. Provide for maintainance of the schools.

5. Clerks

   Duties:
   a. Type weekly attendance reports.
   b. Type payroll.
   c. Type final reports.
   d. General record keeping.

II. Program Content

A. Remedial - Small group and individual instruction enabled teachers to better diagnose needs and to concentrate upon development of required skills in reading and arithmetic. Groups consisted of six children who took one remedial and one enrichment subject for one 45 minute period each week - three afternoons a week. The program was in operation for 66 days. Enrichment subjects provided learning and enrichment experiences. Audio-visual materials were widely used,

children were able to work at the board more frequently than in day class, workbooks were provided for children to work on in school and have for their own.

B. 1. Small group and individual instruction was effective for diagnosing needs and also creating a closer relationship between teacher and children.

2. Children were able to participate more frequently in the playback use of tape recorders.

3. Audio-filmstrip use and films inspired greater interest.

4. The use of educational games as an approach to learning was an enjoyable and worthwhile technique.

5. Culminating activities were carried out at the end of the program; parents were invited to open house to see children's work on display.

III. Evaluation

A. California Reading and Arithmetic Tests, Los Angeles, California Test Bureau; Forms W and X, Primary Grades, Elementary Grades.

B.

	Arithmetic	Reading
No. of Teachers	138	118
No. Initial Test	1215	1063
No. Final Test	1285	1092
No. Initial and Final Test	944	802
No. of Children	1764	1391
Average Attendance	50 days of possible 64	50 days of possible 64
Median Gain	.5 months	.4 months
Mean Gain	.6 months	.5 months

C. Reactions - Administrators and teachers thought the program was effective. The teacher particularly enjoyed working with small groups in a relaxed atmosphere. Written responses from 184 parents of children in the program were received by the school administrators. Of these, 179 stated that their children have benefitted from instruction in the program. Four parents did not comment and one stated that she did not know if her child improved. (see Appendix D)

D. The staff employed were regularly employed teachers working in the 27 schools having the afterschool program. They had very close supervision, in which the administrators checked planbooks and made daily observations to maintain quality instruction. The summary of 282 teacher evaluations by administrators is as follows:

Superior	88
Very Good	136
Good	44
Fair	6
Poor	8

E. One important outcome of the program which was not anticipated was the enthusiastic responses of the parents of children in the program.

F. The tremendous response by the children in attending after school classes also was not anticipated. Some administrators doubted that they would be interested. One administrator called the office and said he could not believe it. He had 500 children who were interested. This interest was shown in most of the 27 schools in the program.

FIELD TRIPS

I. Introduction

A. Students

1. Number Participating

Public School	18,000
Parochial School	7,000
Total	25,000

2. Age Range - 6 to 15 years

3. Grade Levels - 1-8

4. Selection Criteria:

All children in grades 1-8 allowed four (4) field trips per year.

II. Program Content

A. A field trip guide was prepared and distributed to each teacher and administrator in the target area. Places to visit were listed according to grade level, size of group, days available, time of tour, length of visit, whether guides were provided, the person to contact, telephone number, and any special instructions.

The trips had a definite relationship to some area of the curriculum being studied, and helped strengthen the instructional program. Each class was permitted to take two trips each semester or four trips per year. Buses were available from 9:15 A.M. - 3:00 P.M. and carried a minimum of 30 children and a maximum of 50 children. Guides or pamphlets, if available, were distributed to the teachers a week prior to the field trip for preplanning with the children. Teachers completed an evaluation form after each field trip and forwarded the evaluation form and any work that developed as a result of the field trip to the PLJS Program office.

III. Evaluation

A. Each teacher submitted a form (see Appendix E) after every field trip, evaluating the trip and providing criticism and suggestions. The following table is a result of the compilation of these evaluation forms:

TOURS	TOTAL RECEIVED	VALUABLE YES	VALUABLE NO
Airport	68	58	10
Aquarium & Power Vista	83	81	2
Art Gallery	35	35	0

TOURS	TOTAL RECEIVED	VALUABLE YES	NO
Bakery	27	26	1
Buffalo Evening News	18	18	0
Buffalo Historical Soc.	96	89	7
Savings & Comm. Bank	6	6	0
Buffalo Museum of Science	50	49	1
Coast Guard Base	32	30	2
County Parks	71	71	0
Dairy	36	32	4
Dept. of Health, Education, and Welfare	6	6	0
Erie County Hall	5	5	0
Farm	64	62	2
F.B.I.	24	24	0
Fire Station	32	32	0
Fisher Toy Co.	27	25	2
Harbor Boat Tour	57	57	0
Old Fort Niagara	49	49	0
Oneida Tower	46	46	0
Police Headquarters	17	17	0
Post Office	20	19	1
Library	43	43	0
Quaker Oats	60	59	1
Seagram Tower & Ont. Hydro. Comm.	163	153	10
South Park Conservatory	59	56	3
S.P.C.A.	108	108	0
WGR - TV	31	29	2
WNED - TV	6	4	2
Zoo	69	68	1
Total	1408	1357	51

B. The field trip program was well received by the teachers. The following excerpts are teacher's comments about the field trips:

"The part of the airport trip that the children enjoyed most was actually going on an airplane. They sat in the seats and fastened the seat belts. They also were given the opportunity of seeing the cockpit."

"The beauty and refinement of the Art Gallery couldn't help but influence the feelings of the children.

"The children saw pastry, pies, cakes, and rolls from the mixing stage to the baking stage. They entered refrigerated rooms, saw huge ovens in operation, a warehouse for storage of ingredients, and workers in white uniforms performing different jobs."

"Most of the students never fully realized the amount of work that goes into the writing and editing of a newspaper."

"The teaching of science was enriched by utilizing the money aids found in our 'Get Acquainted Tour' at the Museum of Science."

"The trip to Emery Park provided an opportunity for nature study and the children learned about Indian culture and protection of public property. Observance of erosion, rock formation, bluffs and the falls was truly a resourceful experience."

"The children saw at the dairy the whole story of milk from farm delivery to making of by-products."

"The trip to the Department of Health, Education and Welfare proved to be of exceptional interest and value to the group. They actually played a role as scientists and experimentors."

"The insights given the students in the many facets of County Hall was a very worthwhile experience."

"At the farm, the children were thrilled with the colt, calves, but especially the milking of the cow. The hay ride was a great thrill also."

"After the trip to the fire station, the children were better informed about the professional life of the fireman and the environment in which he works."

The comments received from classroom teachers, administrators, and the people in the community were very favorable. The experience the children encountered on field trips definitely encouraged better attitudes and helped to motivate learning.

PUPIL PERSONNEL SERVICES

I. Introduction

A. Students

1. Number Participating:

Public School	19,732
Parochial School	6,654
Total	26,386

2. Age Range - 3-13

3. Grade Levels - Early Push - 8

4. Selection Criteria:

Children were referred to the pupil personnel staff by the principal and teachers in each school.

B. Staffing

8	Elementary School Counselors	31 schools
6	Attendance Teachers	51 schools
7	Visiting Teachers (5 positions)	42 schools
1	Psychologist (on referrals)	54 schools
5	Psychologists (Afternoon Program)	27 schools

Description of positions and duties:

In elementary school guidance, the counselor served the school in assisting principal and teacher plan for an overall program benefitting the complete educational process of the school in terms of development, growth and learning.

The visiting teacher service in the Plus Program consisted of working with children who were having social or personal problems.

The service of an attendance teacher was concerned with poor attendance of pupils. Enforcing the Compulsory Education Law was the attendance teacher's duty.

The PLUS psychologist worked in the 54 inner-city schools on a referral basis. He acted as a consultant to school personnel and parents for the solution of school problems.

Counselors

Counseling Load	19,566
No. of different pupils interviewed	2,235
Total number of interviews	4,372
Referrals to other services and agencies	1,041
No. of tests administered	2,613

Psychologist - Day

No. of different pupil studies			
Individually	Boys	120	
	Girls	79	
	Total		199
Individual sessions with pupils			213
Conferences and Consultations held with parents and school personnel			
No. of school conferences held (initial referral)			199
No. of parent conferences held (initial referral)			108
No. of school conferences held (re-evaluation)			10
No. of parent conferences held (re-evaluation)			7

Visiting Teachers

No. of Cases	517
No. of home visitations	482
Interviews in school	890
Conference with parents	138
Contact with other agencies	308
Referrals to other agencies	151

Attendance Teachers

No. of school cases for investigation	9,521
No. of home calls made	4,857
No. of agency contacts	460
No. of children interviewed in school	2,465
No. of parents interviewed in school	125
No. of preliminary hearings	50
No. of cases versus parents in court	5
No. of cases versus children in court	10

Afternoon Psychologists

Boys	118	
Girls	47	
Total		165
Parents		45

Five in-service meetings were conducted this year for the pupil personnel staff. (see Appendix F)

FUTURE PLANS

The purpose of the Plus Program has been to develop a permanent program within the framework of the regular instructional service which will result in the realization of the full potential of boys and girls among the low income educationally deprived groups.

To attain this goal the program will continue to function as outlined in the program content with further refinements and adaptations.

The following areas of the program will receive special attention this year:

1. Strengthening the in-service programs
2. Increase parent participation
3. Enlarge the number of staff members
4. Extend services to non-target area schools receiving Negro children

The aim of the in-service programs will be to achieve and maintain the best possible instruction for pupils in the target area schools.

This past summer under the Span Program, 15 Plus reading teachers and 10 Plus mathematics teachers received in-service training. One hour of small group instruction and two hours of lectures on methods, planning and evaluation were presented by the group leader. Daily supervision and demonstrations were included. The teachers were in session five days a week from 9 a.m. to 12 noon.

Consultants and resource personnel have been utilized to acquaint the teachers with the nature of the disadvantaged child and the materials and methods of instruction that have proved helpful in educating these children.

The Intern Program was conducted again this past summer at the School #46 Reading Center. Three reading specialists worked with twelve interns for a six week period. A program similar in organization to the in-service program mentioned above was in operation. The teachers taught corrective reading classes in the Plus Program this year and attended the Reading Center three days a week to complete their training.

In April this year, ten 16 mm. films were purchased from the United World Film Company for use in the mathematics in-service program to be conducted next year. The series entitled "Mathematics for Elementary School Teachers" consists of the following films:

Beginning Number Concepts
Development of Our Decimal Numeration System
Addition and Its Properties
Multiplication and Its Properties
Subtraction
Division
Addition and Subtraction Algorithms
Multiplication Algorithms and the Distributive Property
Division Algorithms
The Whole Number System - Key Ideas

The completion of our model guidance center at School #32 will service as a demonstration center for our pupil personnel staff. A curriculum committee made up of Plus guidance counselors met for five weeks this summer

to compile a booklet entitled "Guidelines for the Elementary School Guidance Counselor." This will provide principals and counselors with the guidelines for a coordinated and sequential program in the elementary school.

We plan to maintain a high caliber in-service program during the coming year. The effectiveness of the Plus program will be determined by our ongoing training programs. Efforts spent in this area will result in more meaningful and self-sustained activity on the part of the teacher as he or she gains more teaching experience.

This year further attempts were made to involve parents in the progress and achievement of their children in the Plus Program. Parents were invited to attend culminating activities presented by the children in the afternoon program.

Parents were invited to accompany children on the field trips conducted by the program. The "World of Work" program planned by the guidance counselors also brought parents into the schools. These programs invited Negroes of the community who have attained some measure of success to share their experiences with the children.

This year we hope to expand this part of the program to include the following:

1. Meetings of parents and teachers to discuss parent assistance at home.
2. Invitations to parents to view the program while it is in operation.
3. Parent-teacher conferences at the end of the program to discuss progress of each child.
4. Meetings to inform parents of the structure and goals of the program.

A proposal has been presented requesting additional teachers to expand the services already offered. This will include services for Negro children bussed from the core area to non-core area schools to expand integration.

CONCLUSION

It is felt that the Plus Program has grown considerably since last June. Its acceptance in the schools by the principals and teachers and the improvement in instruction as evidenced by supervision and teacher evaluations have been encouraging.

Small group and individual attention enabled teachers to better diagnose needs and to concentrate upon development of required skills in reading and mathematics. Audio-visual and manipulative aids were widely used, children were able to work at the board more frequently and workbooks were provided for children to work with in school and to take home.

It was possible to provide wide scale instruction in very small groups. In this situation children who ordinarily were too shy or afraid to participate in class had an opportunity to do so. Children got to know their teachers and the teachers were able to give them attention that is impossible to give in larger classes.

Children had a better chance for successful experiences because instruction was geared to their ability, and with more successful experiences, a positive change of attitude toward self and school was made possible.

The Afternoon Program and the field trip program were designed primarily to establish and strengthen contact between the school and child. The field trip program did much to bring the school and community closer together as well as broaden and enrich the lives of the children.

Reading materials were purchased which took into account the backgrounds of children in the target area. The Bank Street Readers and materials for Spanish-speaking children were provided for the remedial reading teachers.

The Plus Program provided additional pupil personnel services to meet the special needs of the target area schools. Attendance teachers, visiting teachers, guidance counselors and a psychologist were employed to work with children and provide specialized advice to help teachers. Guidance counselors helped teachers provide general guidance throughout the school year and along with other pupil personnel members helped parents take a greater and more constructive interest in the schooling of their children.

The children showed very good gains in the remedial areas. In the Afternoon Program a six month gain during a five month period was shown in remedial arithmetic and a five month gain was shown in remedial reading. In comparison to the Board of Education remedial reading program carried out by trained remedial reading teachers during the school year the reading results were very encouraging. A six to seven month gain is normal in that program over a ten month period. Children receive instruction in the regular program one period each day, five days a week.

An after school study program conducted in New York City showed a nine month mean gain over a ten month period. In comparison to these programs it is evident that our program was effective.

The day program in remedial reading showed a mean gain of .8 and the remedial mathematics program a mean gain of .7. These results compare favorably with other programs in operation.

Personnel in the Plus Program have tried to help each child realize that the school is important to him. There was a marked change in the attitude

toward school, teachers and the community by the children. Many attitudes were developed during the program which could best be reported by teachers' comments and evaluations.

APPENDIX A

PUBLIC SCHOOLS

1	40
3	41
4	47
6	48
8	49
12	53
16	57
17	59
31	73
32	74
33	75
34	76
36	90
37	93
39	

PAROCHIAL SCHOOLS

St. Ann
St. Anthony
St. Boniface
St. Brigid
St. Columbà
Corpus Christi
St. Francis de Sales
Holy Angels
Holy Cross
Immaculate Conception
St. Mary Magdalene
St. Mary of Sorrows
St. Nicholas
St. Nicholas Ukranian
Our Lady of Lourdes
Our Lady of Perpetual Help
St. Patrick
SS. Peter & Paul
Queen of the Most Holy Rosary
Sacred Heart
St. Stanislaus
St. Stephen
Transfiguration
St. Valentine

APPENDIX B

The following is a list of the in-service consultants and their topics:

10/10	Mrs. Ann Lafornara - Helping Teacher #8 - Lesson Plan
11/7	Mrs. Carol Vandersoll - Consultant for Macmillan Company - Use of Bank Street Readers with Disadvantaged Children
1/16	Dr. Marion Carroll - State Teacher's College - What Research Says About Learning and Applications of Learning Research to Classroom Teaching
2/20	Mr. Stephen Kraus - The Effective Use of Visual Aids Mrs. Elizabeth J. Scott - Teaching Children with Reading Problems
3/13	Mr. George Hoffman - United Projector and Film Corp. - Operation and Use of Film Projector Mrs. Rae Rosen - Motivating Children for Reading in the Intermediate Area
4/10	Dr. Mae O'Brien - State Teachers' College - Using Poetry with Children with Reading Difficulties

St. Nicholas School
22 Welker Street
Buffalo, N. Y. 14208
883-3262

July 2, 1967

Mr. John Walsh
1215 Elmwood Street
Buffalo, New York

Dear Mr. Walsh,

Now that the school year is finished we can feel that we have accomplished much. We have a wonderful challenge here at St. Nicholas School which gives us more work to be done but affords much more of the rare satisfactions available to the teaching profession.

We would like to thank you for your work in the past year. You have shared the work and the responsibilities with us and we feel bound to share the satisfactions with you. Please accept this letter as a small but insufficient token of our gratitude for your cooperation.

In Christ,

Rev. William G. Warthling

Sister M. Charlotte, O.S.P.

APPENDIX D

April 27, 1967

RESULTS OF PARENT OPINION POLL AFTERNOON PLUS PROGRAM SCHOOL 48

I feel that the Plus Program was beneficial to my son ... the teachers seemed to make the studies as interesting as possible ... in my opinion Anthony was very fortunate to be able to participate in this program. For this I thank you very much.

I am very proud to see what it has done and meant to my child to be in the Plus Program ... I am very pleased to see this great change in my child.

I thank you very much for being so kind to my child and I think her reading is so much better. Better luck next year in your work and God bless you.

I appreciate what the teachers were doing in helping my children. I hope this program is here to stay. I think you all are doing a wonderful job.

I am pleased with the results of this program and hope you can provide this program permanently. I feel this program is most beneficial ... I am sure this has been a successful year.

I would like to give thanks for the extra interest put forward to help give the necessary strength needed in the curriculum you had to offer to my child ... Sorry to see it end so soon.

I would like to have my child continue in such programs whenever they are going on because he needs the help and was happy with it.

The above are examples from the survey opinion poll. There were no adverse criticisms of any kind. There have also been favorable expressions which were offered orally to me in person and on the telephone.

APPENDIX E

PLUS PROGRAM

FIELD TRIP EVALUATION

Teacher's Name _____ School _____

Name of Trip _____ Date _____

1. Did you find the trip valuable?

_____

_____

_____

_____

2. What criticism do you have of the trip?

_____

_____

_____

_____

_____

3. How did you prepare the class for the trip?

_____

_____

_____

_____

4. What follow-up activities did you use?

_____

_____

_____

_____

APPENDIX F

IN-SERVICE FOR PUPIL PERSONNEL

The following is a list of the in-service consultants and their topics:

10/4 Dr. Gilbert Moore - Professor of Counselor Education, State University at Buffalo - Children and Occupational Choice

12/6 Dr. Marion Carroll - Professor of Education, State University College at Buffalo - Mental Hygiene in the Classroom

2/10 Dr. Anna P. Burrell - Professor of Education, State University College at Buffalo - Needs of Elementary School Children

2/14 Mrs. Mariam Gitin - Director - Community Welfare Council of Buffalo and Erie County - Services Available and How to Obtain Them

4/11 Mr. Gerald J. Miller - Assistant Dean - SUNY Dean - SUNY School of Social Work - The Philosophy of Social Work in its Relation to the Public School Visiting Teacher